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Text Types

for Primary Schools

BOOK

6



Peter Durkin • Virginia Ferguson • Geoff Sperring

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UNIVERSITY PRESS

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Introduction

Text Types for Primary Schools develops students' knowledge and understanding of texts and how they are structured. This knowledge will help students to create different spoken and written texts, as well as to interpret and respond more effectively to varied texts they will encounter throughout their lives. The text types highlighted in this series are stressed in all state curriculum documents, namely:

- New South Wales: *English K-6 Syllabus* and Support Document, Part 1, Teaching About Texts
- Victoria: *English, Curriculum and Standards Framework II*, Strands of Speaking and Listening, Reading, Writing, Substrands Text and Aspects of Language
- Western Australia: *First Steps Reading and Writing Developmental Continuum*
- Queensland: *First Steps Reading and Writing Developmental Continuum*.

The series consists of seven consumable student workbooks, Books 1-6 and a *Starter Book*, which each provide 26 units of work for use in teaching specific text types. Each unit consists of a double-page spread which includes text models and space for the student to practise writing in the text type.

All books in this series cover the following text types:

Factual texts
procedure
recounts
information report
explanation
exposition/discussion

Literary texts
narrative
poetic texts
literary recount

LEFT PAGE

Model page

Demonstrates specific text type.

The Internet

Title
The Internet

Classification
The first paragraph tells what the report is about.

Description
• history
• how it works
• how people use it
• what its special features are

Conclusion
A summary up sentence or paragraph.

Diagram
A diagram showing a computer connected to a globe labeled 'Internet'. Arrows indicate data flow between the computer and the globe, and between different parts of the globe.

Writer's Challenge
Most information reports contain a number of action verbs. Find and list six action verbs from the report above.

television

Title
television

Classification
Tell what the report is about.

Description
• history
• how it works
• what it is used for
• how do people use it?
• What are its special features?
• How has it changed?

Conclusion
Write a good concluding paragraph.

Diagram
A diagram showing a television set with a person sitting in front of it. Arrows indicate the flow of information from the television to the person.

Writer's Challenge
Choose an item of current equipment such as a mobile phone, a digital camera or a computer. Write an information report about it to compare to your grade so that they can learn about how it was developed and how it works.

RIGHT PAGE

Activity page

Provides space for students to practise the text type.



The books have been designed to give students the opportunity to practise writing over an extended period. Thus, three or more units are generally dedicated to each text type. These are presented in developmental order, from least challenging to most challenging.

How to use this book

Before beginning the activity, extensive discussion should take place. The following teaching techniques should be incorporated into each unit's work in order to maximise the benefits from the activities:

- **Model** the text type—by showing and sharing how writing is devised.
- **Discuss and display** what the students need to learn next; for example, how to gather and sort information.
- **Show** how text types can be linked and compared; for example, by recognising similarities and differences between text types. Once students understand the fundamental characteristics of a specific text type, they are better prepared to practise writing in the specific text type.

The activities throughout all books allow students to develop the following skills, which are critical in the writing of text types:

- observation—describing what one sees
- listening—to instructions and other students' opinions
- memory—recalling what one has learnt
- questioning—asking questions of oneself and others
- thinking—working out problems
- transference—transferring knowledge from one text type to another
- co-operative skills—working within a group.

Assessment

Each book incorporates a strong assessment component, in order to allow for self-assessment and teacher assessment of individual students:

- **Student self-assessment page**—allows students to assess their own understandings, knowledge and skills in writing specific text types.
- **Student progress chart**—helps the teacher keep track of the student's work, and is a valuable assessment tool.

Scope and sequence chart

BOOK

6

TEXT TYPE

UNITS

Procedural texts

Procedural texts tell how to achieve a goal or an outcome through a sequence of steps. Examples of procedural texts include:

- ▲ instruction manuals
- ▲ recipe books
- ▲ safety manuals
- ▲ science books.

- 1 How to make a shadow puppet
- 2 How to build a beam bridge
- 3 How to make worm fritters
- 4 How to make a thaumotrope

Recounts

Recounts record a series of events in the order in which they occurred. They tell how, what, where and when. Examples of recounts include:

- ▲ diaries
- ▲ letters/postcards
- ▲ journals
- ▲ autobiographies and biographies.

- 5 The first day of school
- 6 A newspaper report: TV zaps memory
- 7 Why me?

Information reports/ Factual description

Information reports classify and describe general classes of phenomena. Factual descriptions describe a specific object, creature or natural phenomenon.

Both are accurate and factual, and use clear, straightforward language. Factual descriptions serve as an introduction to Information Report at junior levels.

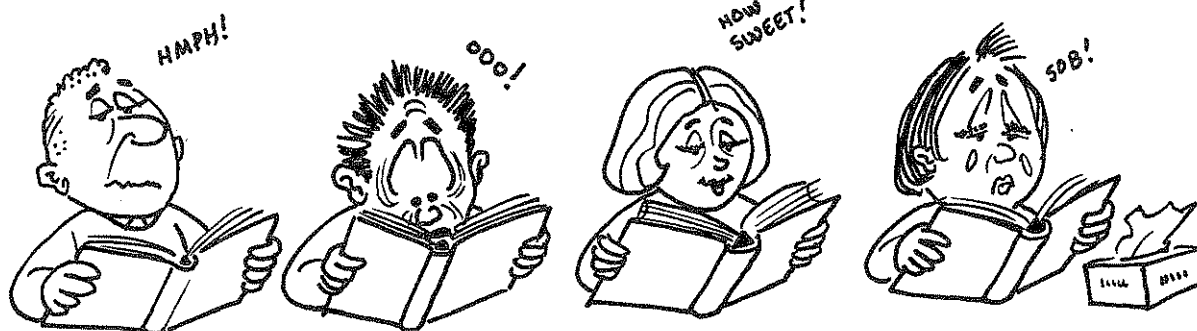
- 8 Fingerprints
- 9 Insect-eating plants
- 10 The Internet
- 11 From egg to tadpole to toad

Explanations

Explanations describe in scientific terms how natural and technological phenomena come into being.

They are written to add to our store of knowledge.

- 12 Why do leaves change colour in autumn?
- 13 What causes the doldrums?
- 14 What is a red giant?



TEXT TYPE

UNITS

Exposition

The purpose of an exposition, or persuasive writing, is to convince you the reader what the writer is saying (or drawing) is true. Examples include:

- ▲ advertisements
- ▲ references
- ▲ debates
- ▲ posters
- ▲ pamphlets
- ▲ book and film reviews.
- ▲ letters to the editor

- 15 A national disgrace
- 16 The coach's address
- 17 Writing an advertisement
- 18 Natural and processed food

Narrative

A narrative tells a realistic or imagined story. It is written to entertain, stimulate, motivate, guide and teach the reader. Examples include myths, legends, fables, fairy tales, short stories and picture books.

Structure:

- Orientation (setting the scene)
- Complication (problems/conflict)
- Series of events
- Resolution (solution of problems)
- Re-orientation/coda (optional)

- 19 Second-time Cinderella
- 20 The starfish story
- 21 Around the bend

Poetry

Poetry helps the reader to think about familiar things in different ways. It uses language, rhythm, rhyme and structure to capture the essence of a feeling, thought, object or scene. Forms of poetry include cinquain, haiku, limericks, diamante, lyrics, ballads, humorous verse.

- 22 Why?
- 23 Landscape
- 24 That was summer

Literary recount

Literary recounts differ from factual recounts, in that they tell what the writer thinks and feels about what has happened.

- 25 Talking about me
- 26 Where do writers get their ideas?

How to make a shadow puppet

Structure

Title

Goal

Materials

Sequence of steps

Evaluation

How to make a shadow puppet

To prove that light travels in straight lines, and that shadows form when an object blocks the light.

Things you need

Scissors, sticky tape, pencil, thin card, thin sticks, bright torch.

What to do

1 On thin card, draw some simple shapes which could be used in puppet plays—funny animals, monsters, space craft.

2 Cut out carefully. (Also cut out eyes and other features.)

3 Tape to the end of a stick.

4 Hold your puppet shape near a wall.

5 Shine the torch on your puppet, and a large shadow of your character will appear.

The shadow forms where the rays are blocked by the card.

The shadow is the same shape as the card because the light rays are straight and can't bend around the edges of the card.

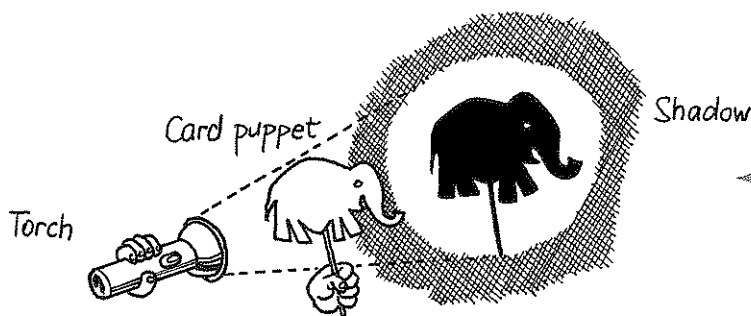
Test the puppet. Is the shadow clear?

Language feature

Facts

Provide exact details

Action words at beginning of sentences
e.g. 'Cut', 'Tape', 'Shine', 'Hold'



Diagrams

Writer's Challenge

In procedures, short, precise details are required. Look in the procedure to find the short words for the blanks below, then solve the two-way puzzle.

- 1 Light travels in _____ lines. → 1
- 2 Step 4... '_____ your puppet'. → 2
- 3 Light _____ are straight. → 3
- 4 Step 1... '_____ some simple shapes'. → 4
- 5 Step 2... 'Cut _____ carefully'. → 5
- 6 Step 3... 'Tape to the _____'. → 6

Write a procedure

The fact file gives you all the information you need to write the procedure.
Try the experiment first, and then write the procedure.

Structure

Title

How to make sound bounce

Goal

Materials

Things you need

Sequence
of steps

What to do

1

(Each new
action needs
a new step.
Look in the
Fact file.)

Evaluation

What
happened?
Did the
experiment
work?

Fact file

Make two stacks of books the same height. Get two cardboard tubes and put a watch that ticks in the end of one of the tubes.

If you listen at the end of the *other* tube, you cannot hear the watch. But when someone holds a ceramic plate at the end of the tubes, you *can* hear the watch. This is because sound waves bounce off the hard plate and travel up the tube to your ears. If a friend holds a cork mat behind the tubes, you can't hear the tick because the soft cork soaks up the sound waves.

More to do

Write a shadow puppet play using the puppets you and your friends have made. Make sound effects to go with the play. Work out where the torch holder, actors and sound effects people need to stand.

How to build a beam bridge

Structure

Title

Materials

Sequence of steps

Language features

Details
Exact details and measurement

Time linking words
e.g. 'Start', 'Now'

Simple present tense verbs
e.g. fold, place

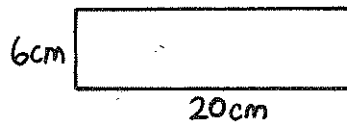
How to build a beam bridge

Things you will need

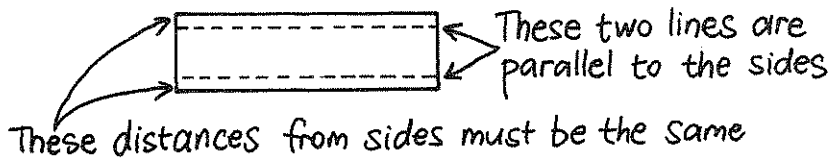
- ▲ two books
- ▲ two cardboard strips, 20 cm long and 6 cm wide
- ▲ 20-30 small coins.

What to do

- 1 Start with a cardboard strip 20 cm long and 6 cm wide.



- 2 Mark two parallel lines about 1-2 cm from each side.

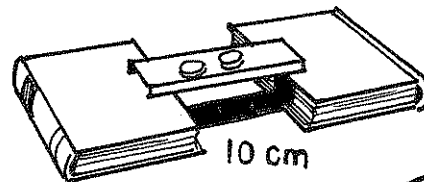


- 3 Now carefully fold the cardboard along the two lines.



This is a simple beam

- 4 Now place your beam across the 10 cm gap between 2 books.



As a comparison, take another cardboard strip the same size and place this one between two books but don't fold it.
How many coins does each hold?

Beam bridges

These are one of the simplest kinds of bridges. The beam must be strong enough to stand on its own and support whatever crosses it.

An example of a beam bridge is a fallen log across a stream.

Writer's Challenge

- 1 How many present tense, simple verbs can you find in the text?
List them below.

- 2 When you have built your bridge, test it to find how many coins it holds.
The beam bridge holds _____ coins.

Write a procedure

Work in pairs to design and build a free-standing straw tower. You are limited to 30 straws, masking tape and pins. Once you have completed and tested your tower, write a procedure below with diagrams that clearly explain the steps to follow in building your tower.

Structure

Title

Materials

List the material required here.

Sequence of steps

Clearly outline the steps to follow to complete the tower.

Evaluation

Evaluate the structure.

How to build a straw tower

What you will need

1

2

3

What to do

Steps:

1

2

3

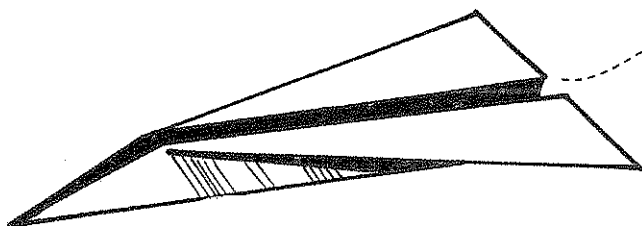
4

5

Diagram

Test your tower

- Does it stand on its own?
- Could it be improved?



More to do

Write a set of clear steps for making a paper plane that a friend can follow. Make and test the planes together.

How to make worm fritters

Structure

Title

Introduction
and goal

Materials

Sequence of steps

Worm fritters

This is a serious recipe.

A more elaborate form of these fritters was actually eaten by the members of the New York Entomological Society—on the occasion of their 100th Anniversary Gala Dinner.

You will need

MATERIALS

- egg whisk
- bowls
- teaspoon
- cup
- electric fryer

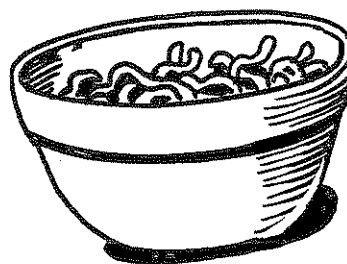
INGREDIENTS

- ✓ 1 cup self raising flour
- ✓ one-quarter teaspoon of salt
- ✓ 1 egg
- ✓ 1 cup luke warm water
- ✓ half a cup of fried whole mealworms
- ✓ oil for frying

WHAT TO DO

- 1 Wash mealworms in a bowl and pat dry.
Fry until crisp.
- 2 Beat egg until light.
- 3 Put flour and salt in a bowl.
- 4 Make a hole in centre of flour.
- 5 Put egg and lukewarm water in hole in flour. Mix until smooth.
- 6 Fold in fried mealworms.
- 7 Place small amount of oil in pan and add spoonfuls of batter.
- 8 Fry on one side until golden brown.
Turn over and fry the other side.

Then eat.
Yum, yum.



Language features

Details giving exact measurements

Sentences beginning with verbs (commands).

- * Buy the mealworms from a pet store. (Don't dig worms from your garden.)
- * Wash them in a bowl and pat dry before frying.

Writer's Challenge

Instructions in a procedure usually begin with commands such as 'Mix', 'Add'. The commands in procedural texts are verbs. Circle all the verb commands in the text. In the spaces below, list other verbs that are not commands.

The best insect recipe book is *Entertaining With Insects* by Ronald Tayb. Salutek Publishing, 1976.

Write a procedure

In many places, some weeds are a normal part of salads. Weeds are tastiest in spring. Young weeds are best.

Pick young leaves of wild radish, clover, buttercup, dandelions. Use stalks of some weeds, e.g. soursob (sourgrass), buttercup, waterlily, wintercress (also young leaves).

Use young fronds of ferns and fennel.

Ask your local nursery about types of weed in your area.

WEED WARNING!
Check with adults to make sure your weeds aren't poisonous.

Structure

Title

Weed salad

Goal

Materials

Kitchen equipment (bowls etc) and ingredients.

Requirements

Sequence of steps

How you made your salad (in order). Use (a), (b), (c) or 1, 2, 3 or First..., then..., next...

Use the simple present tense. Start each line with a verb: mix, add, find, cut, rinse.

Method



Refer to books on 'bush tucker'. *Salad Gardening* by J. French (Text) has a section on using weeds in recipes.

More to do

You have been invited to submit a recipe for inclusion in a new book on cooking weeds and insects.

Name your dish and list the main ingredients.

How to make a thaumatrope

Structure

Title

Goal

Materials

Sequence of steps

Evaluation

How to make a thaumatrope

To demonstrate the ability for the eye's retina to retain an image for a split second after it is hidden from sight. This can be clearly demonstrated by making a thaumatrope.

Things you need

A small piece of thin card, scissors, a long rubber band, textas, sticky tape.

What to do

First

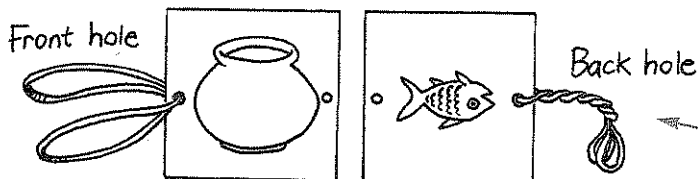
Cut a piece of card (not too thick) about 5 cm square.

Next

Draw a fish bowl on one side, and an upside-down fish on the other side. Colour brightly.

After that

Make two holes in the card (as shown).

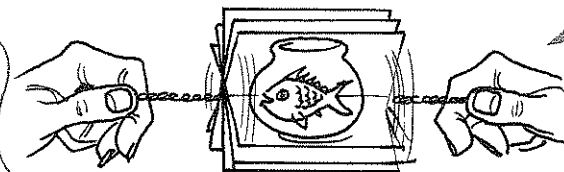


Then

Poke the rubber band through each hole, and twist up tightly. (If needed, strengthen edges by putting sticky tape between the edges and the hole.)

Last

Stretch the rubber band out and in. As it twirls, the fish will appear to swim into the bowl.



Did the fish appear to be in the bowl as the card was twirling?

Language feature

Technical terms
e.g. 'retina', 'image',
'thaumatrope'

Exact details
e.g. 'small piece
of thin card'

Words
showing order

'First...'
'Next...'
'After that...'

Diagrams
and labels

Verbs

The first word in
each sentence is
an action word,
e.g. 'Poke',
'Stretch'.

Writer's Challenge

In the 'Sequence of steps', many action words are used. List these action words in the spaces below. Circle in red all those action words which occur near the beginning of a sentence.

Write a procedure

How to make a paper object

Make your own paper object. You can make a rocket or a paper aeroplane. *Important*—you must make your paper object before you describe the procedure.

* You complete the title.

Structure

Title

Goal

Materials

Sequence
of steps

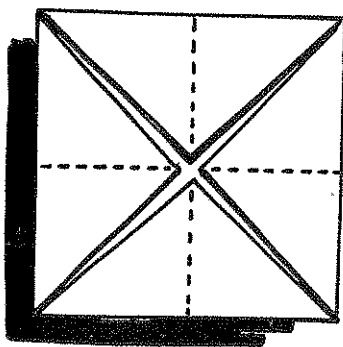
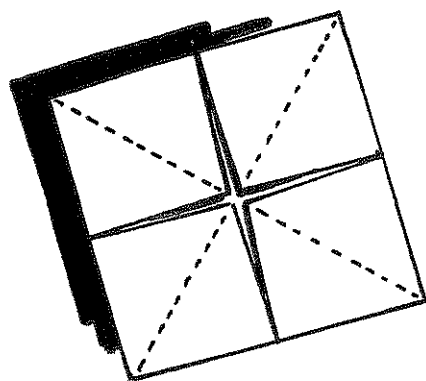
Choose whether
you show order
by words such
as 'First...',
'Next...' or by
numbers
'1, 2, 3...'

Evaluation

How to make

Things you need

What to do



**More
to do**

Work in pairs to contribute one trick each for a class book of tricks. Make sure that the procedures for your tricks are written clearly, so that others in the class will be able to perform them.

The first day of school

Structure

Title

Summarises the text

Orientation

Tells who? when? where?

Sequence of events

Reconstructs the past in the order in which events occurred

Conclusion

The first day of school

Sure, I can remember the first day of school! Are you sure you want to know? Well, here goes!

1. It was a disaster. Just about everyone was crying (except me, of course). The teacher couldn't control anyone. Two of the kids were sick and they had to go home. Most kids wanted to go back to their mums. One kid wet his pants and the teacher was nearly hysterical.

2. Then it was playtime. Kids were everywhere, falling over screaming. The sick room was just about full up.

3. After play we all went in (except the ones in the sick room) and listened to a story. No-one would stop talking, so the teacher slammed the book and walked out of the room. Then, all of a sudden, the room was silent. Everyone looked at each other and waited for the teacher, hoping she'd come back.

When at last she did come back, I was so relieved. I think I will always remember that first day at school.

Language features

Nouns identify people and place involved.

Verbs in the past tense

Linking words to do with time

Personal comments
Evaluation of events

Writer's Challenge

In recounts, we use words that show the order in which the events in the text happened.

1. The box below lists words showing order. Add ten more of these words to the list.

when

during

after

later

first

2. Look again at the text above. List words showing order:

Write a recount

My first day at ...

Write about your first day at school, or your first day at a new school.

Structure

Title

My first day at _____

Orientation

Who? What?
When? Where?

Sequence of
events

Write about
what
happened in
the order that
it happened.

Conclusion

Sum up your
feelings about
what
happened.

Was your
teacher friendly?
Use words to do
with time.



More to do

Imagine that your great-great-grandmother or grandfather suddenly appeared in your school room. How would she or he write up the visit in a diary?

Before you begin writing, discuss the difference between this kind of recount (imaginative) and the one above (factual).

A newspaper report

Structure

Headline

To get reader's attention

Lead paragraph

Tells what the story is about

Sentence

paragraphs

Concluding paragraph

TV zaps memory

LONDON Household appliances are damaging people's short-term memories by interfering with the brain's electrical activity, scientists have discovered.

Magnetic fields from televisions, videos and hair dryers were found to cause brief bouts of forgetfulness.

The research, by a team from the University of Bristol, follows evidence that regular use of mobile phones may affect the memory.

Volunteers sat for 30 minutes with their heads between magnetic coils designed to simulate conditions in a house with several appliances on at once. The magnetic fields used in the tests

were less than half the 'safe' limit recommended by the National Radiological Protection Board.

But Dr Alan Preece said that house-holders need not panic and should not stop using computers, hair dryers or other appliances.

"There is no need to worry," he said.

"There appear to be no long-term effects."

Dr Preece believes the appliances' magnetic fields induce a current in the brain that interferes with its own electrical activity.

The team will soon publish results of its mobile phone research.

Language features

Verbs that show the past tense

Proper nouns
Telling who and where

Words showing time

Writer's Challenge

Lead paragraphs

The first paragraph of a newspaper report is called the 'lead paragraph'. It contains the who, what, when, where and why details. Use the lead paragraph to complete the following:



who?



where?



what?



why?

Write a recount

Use these notes from a reporter's notebook to write your own front-page newspaper report. Remember to think of a clever headline to get your readers' attention.

- • Cure for baldness announced yesterday
- • Research by Sydney University
- • Main ingredient comes from monkey glands
- • Result of 15 years of testing
- • Should be successful in 95% of cases

Structure

Write a catchy headline.

Lead paragraph tells the who, what, when, where and why.

Recount the main parts of the story.

Provide quotes from scientists or people involved.

Write a concluding paragraph.



More to do

Choose an interesting or newsworthy event that has occurred at school. Write it up in the form of a newspaper report for publication in your school magazine or newsletter.

Why me?

Structure

Title

Tells us about the text

Orientation

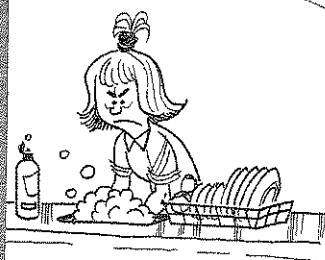
The introduction tells us who? when? what?

Sequence of events

Event 1

Event 2

Event 3



Concluding comment

Why me?

Why me? Every night at 6.45, I, me, myself have to do the dishes. What a job!

Yesterday, I came home from my friend's house and I looked into the sink—don't ask me what I saw!

I got the detergent and turned the tap on, got the scrubber and started away. My brother didn't help—he just pretended to do homework, when really he was reading a comic.

I hated those dishes. They were dirty, grotty things that slipped and slid in the water. I hated having that wet mashed potato in the middle of my fingers. To make it worse, I had to miss Neighbours because of the dishes.

Next year's resolution is to buy a dishwasher!

Sallyanne, Year 5/6M

Language features

Time words
e.g. 'yesterday',
'next year's'

Past tense
'turned' not
'turn', 'starte'
not 'start'

Action verbs
'hated', 'slid',
'slipped'

Description
Humorous description
to keep the reader
interested.
'Slipped and slid',
'wet mashed potato
in ... fingers'—
it makes the
reader shudder.

Writer's Challenge

Recounts are usually written in the past tense. For example, 'I *looked* into the sink'.

Many past tense verbs end with the letters 'ed'. Find past tense verbs in the recount. Write them in the spaces below.

Warning Not all past tense verbs end in 'ed'. Can you find some examples in the recount?

Write a recount

Write about a job you really hated doing, or a task which really went wrong. Begin by describing where you were and what you were doing. Then, in a series of events, write about what went wrong.

Structure

Title

Orientation

Who? When?

Where? What

Sequence

of events

Event 1

Event 2

Event 3

Conclusion

Fact file

The most hated jobs

In an opinion poll, people rated the 16 jobs they hated most.

- | | |
|-------------------------|--------------------------|
| 1 Washing dishes | 9 Dusting |
| 2 Cleaning the bathroom | 10 Laundry |
| 3 Ironing | 11 Cleaning oven |
| 4 Scrubbing floors | 12 Cleaning refrigerator |
| 5 Cleaning | 13 Making beds |
| 6 Vacuuming | 14 Shopping |
| 7 Washing windows | 15 Cleaning the carpet |
| 8 Cooking | 16 Tidying the yard |

More to do

Think of a day, a week, a holiday, a party or a sleepover when you had a wonderful time with your friend or a family member. Write a recount of that time, decorate it and give it to that person as a present.

Fingerprints

Structure

Title

Classification

what the report is about

Description

logical series of paragraphs about the topic

Concluding sentence

to sum up the report

Fingerprints

Fingerprints are the ridge patterns of the skin on the fingertips.

1 Each ridge of the outer skin (epidermis) is dotted with sweat pores, and is anchored to the inner skin (dermis) by a double row of peg-like objects called *papillae*. Injuries which affect the epidermis do not alter the ridge structure, and the original pattern returns in the new skin. However, if the papillae are destroyed, the ridges will disappear.

2 There are five types of pattern—the arch, the tented arch, the radial loop, the ulnar loop and the whorl.

Whorls are usually spiral or circular, arches are shaped like a hill, and tented arches have a spike or steeple in the centre. Loops have concentric, hairpin-shaped ridges and are divided into *radial* and *ulnar* to denote their slopes in relation to the radius and ulna bones of the forearm. Ulnar loops slope towards the little finger side of the hand, and radial loops slope towards the thumb.

3 So many combinations and permutations are possible with these patterns that no two fingerprints are exactly alike.

The pattern on our fingertips remains the same from birth until death (unless the papillae are damaged). Fingerprints therefore provide a positive identification for most people. The practice of fingerprinting (dactyloscopy) is an important part of police procedure.

Language features

Technical language

Action verbs
'shaped',
'divided',
'destroyed'

No first person



Arches



Whorls



Loops



Composites

Diagram

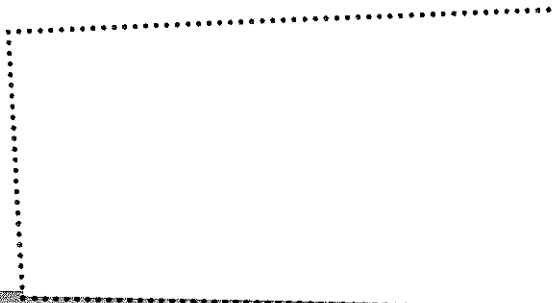
Writer's Challenge

The Information Report above includes a number of technical (scientific) words. Use your dictionary to write a definition for the following.

- 1 epidermis
- 2 radial
- 3 ulnar

Fingerprinting

Make a print of your finger or thumb. Refer to the diagram. Which pattern is closest to your print?



Write an information report

Body organs

Write an information report on a body organ. It could be the heart, skin or the brain. You will need to do some research in the library, or on the computer, before you begin.

Structure

Title

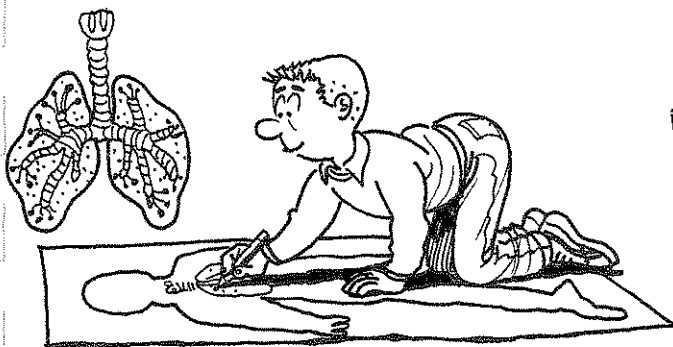
Classification

Description

paragraphs
about your
topic

Conclusion

Sum up your
report



More to do

Produce a life-size paper cut-out of the body. For your illustration, lie on the floor and get a partner to trace around your body onto a large sheet of paper. Draw in as many body organs as you can. Use a reference book to check. Display it in the classroom.

Insect-eating plants

Structure

Title

Classification

Description

A series of paragraphs about the topic

They follow a logical order.

Conclusion

Sums up the report

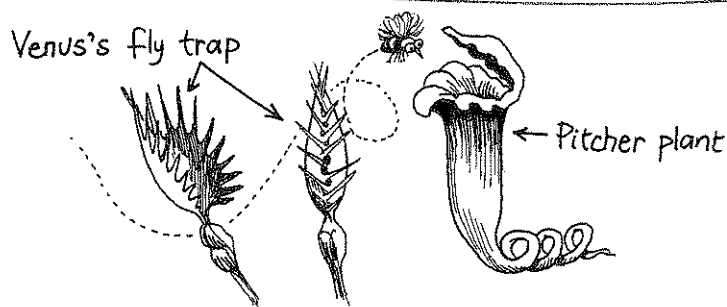
Carnivorous plants

Carnivorous plants produce food in their leaves by photosynthesis, but they also feed on insects and small animals.

All carnivorous plants have some leaves modified as traps, and most use bright colours and scented nectars to attract prey, which is then digested by the use of enzymes.

There are three types of trap:

- 1 Venus's fly traps use a spring-trap mechanism. When an insect brushes trigger hairs on the leaves' inner surfaces, the two sides of the trap snap shut.
- 2 Sundews and Butterworts tangle their prey by means of sticky droplets on the leaf's surface. Once the prey is stuck to the leaf, the edges of the leaf slowly curve over to envelop and digest the prey.
- 3 Pitcher plants (such as the cobra lily) have leaves modified as pitcher-shaped traps, half-filled with water. As soon as the insect is lured inside the mouth of the trap, it slips on the smooth surface and falls into the liquid, where it decomposes or is digested.



Carnivorous plants serve one important function:

Plants are needed to grow in all kinds of soil. Because of the nutrients absorbed from trapped insects, carnivorous plants can grow in acidic, boggy places that lack essential minerals (especially nitrates). Most plants would die under these conditions, but carnivorous plants thrive.

Language features

Technical language

Timeless present tense
e.g. 'produce', 'feed', 'have', 'use', 'snap', 'tangle'

Third person
e.g. 'it' The writer presents facts about (No 'I saw' or 'My plants').

Enzyme—
an animal protein which produces a chemical change. Enzymes help to digest food.

Writer's Challenge

Information reports often include technical language.

Complete the activity below, which is about technical words containing prefixes and suffixes.

An -ous word is used above. Write it here:

Now write one more -ous word:

A de- word is used. Write it here:

Write the -ism word here:

Now, write one more:

A -lets word is used. Write it here:

Now, write one more:

Write an information report

Plant-eating insects

On the left-hand page we wrote about plants which eat insects.
Now, write a report on an insect which eats plants—butterflies.



Structure

Title

Butterflies

Classification

Description

paragraphs
about the topic

1.

2.

3.

Conclusion

Sum up your
report

The anatomy of a butterfly

Fact file

Use this box of facts to help with your report.

- 1 Butterflies and moths form the order *Lepidoptera*, which has about 150 000 species.
- 2 They have wings with tiny scales.
- 3 Most butterflies fly by day, while most moths fly by night.
- 4 Butterflies undergo a complete metamorphosis during their life cycle:
 - egg • larva (caterpillar) • pupa (chrysalis) • imago (adult)

Use an encyclopaedia to help with more information.

More to do

Work by yourself, in a group or as a class. Choose a topic of special interest. Use the Internet to find information about the topic. Write an information report.

The Internet

Structure

Title

The Internet

Classification

The first paragraph tells what the report is about.

Description

- history
- how it works
- how people use it
- what its special features are

Conclusion

A summing up sentence or paragraph.

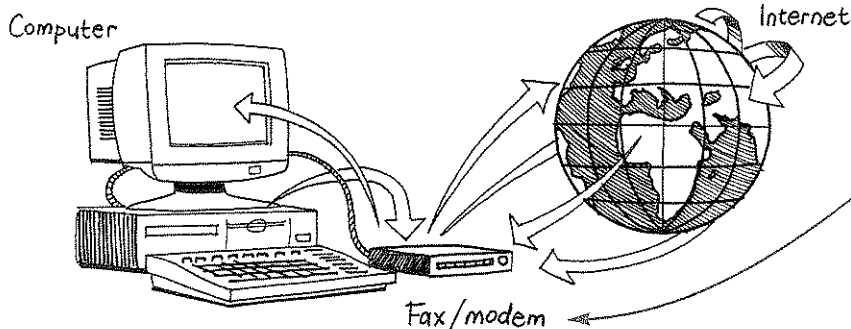
Language features

Precise, descriptive language

Timeless present tense 'The Internet is...', 'how we learn'

Technical language e.g. 'modem'

Diagrams Most reports have labelled pictures to show features



Writer's Challenge Action verbs

Most information reports contain a number of action verbs.
Find and list six action verbs from the report above.

Write an information report

Write an information report about television. You may like to research some of the history of television, and about how it works.

Structure

Title

Classification

Tell what the report is about

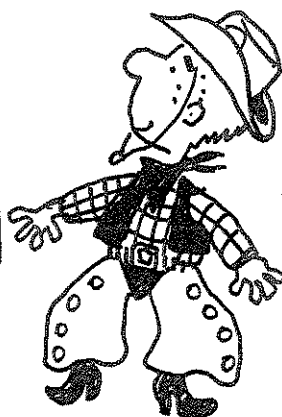
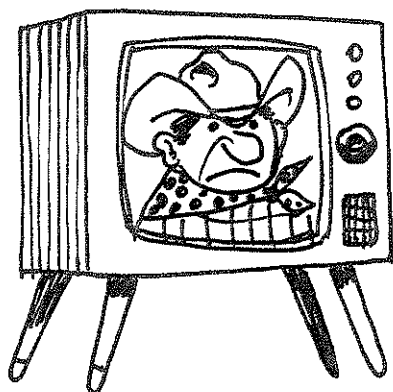
Description

- History
- How it works
- What does it offer?
- How do people use it?
- What are its special features?
- How has it changed?

Conclusion

Write a good summing-up paragraph

Television



More to do

Choose an item of science equipment such as a magnet, microscope or camera. Write an information report about it to present to your grade, so that they learn more about how it was developed and how it works.

From egg to tadpole to toad

Structure

Title

Classification

Description

Paragraph

Paragraph

Paragraph

Paragraph

Summarising conclusion

From egg to tadpole to toad

This topic describes the changes that take place as an egg develops into a tadpole and, later, into a toad. This change—from an aquatic animal to one that can also live on land—is called *amphibian metamorphosis*.

THE EGGS ARE HATCHED

Except for the tropics and dry habitats, each species of frog and toad breeds at a set time. In common toads this is in early spring. Males arrive at the pond first, and croak loudly to attract females. Then the females arrive, their bodies swollen with eggs. The male grasps the female in a tight grip (amplexus). After a day or so, with the mate still holding on, she lays her eggs—sometimes thousands. The male releases sperm and fertilises them.

FROM EGG TO TADPOLE

At first, tadpoles are tiny specks, then a head and tail develops. Tiny gills grow larger and more feathery to extract oxygen from the water.

FROM TADPOLE TO TOAD

Inside the tadpole, lungs begin to develop. When it can breathe air, the tadpole loses its gills. The gills don't drop off, but are absorbed by the body to provide nutrients. Tadpoles change from eating plants to eating animal food. Legs develop. When all four legs have grown, the tail shrinks and, like the gills, is absorbed by the body. The tadpole is almost a frog, and it emerges from the water for longer times.

The young toad leaves the pond altogether.

MATURE TOAD

Years later, in spring, the toad returns to the pond and croaks loudly. A female responds and eggs are hatched.

And so the cycle begins again—from egg to tadpole to toad—an example of amphibian metamorphosis.

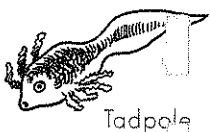
Language feature

Technical terms

Metamorphosis—the change from immature form to adult.

Timeless present tense

Eggs surrounded by jelly



Tadpole

Action verbs

Writer's Challenge

Information reports often include diagrams. Provide diagrams (with labels) to show the four stages from egg to toad.

1

2

3

4

Write an information report

Structure

Title → From caterpillar to butterfly

Classification → This topic describes _____

Description

Use words and sketches for each stage.



Stage 1

Stage 2

Stage 3

Stage 4

Summarising conclusion

Fact file

From caterpillar to butterfly

Butterflies have to go through four different stages of life before they become adults. At each stage they change size, shape and colour. (Note—we have mixed up the four stages.)

Caterpillars eat lots and grow quickly.

The butterfly lays its eggs on a plant

which the baby caterpillars eat.

The mush turns slowly into a butterfly. When it wriggles out, its wings are soft and creased. They dry in sunlight.

Each caterpillar makes a hard case (pupa). Inside the pupa, its body turns into a soupy mush. The pupa keeps the caterpillar's body safe while it changes shape.

More to do

Write an information report on changes in people. You could begin: This topic describes the changes which take place from the day a person is born until the day he or she dies.

Use diagrams to illustrate your report.

Why do leaves change colour in autumn?

Structure

Title

Question in the heading

Introduction that gives a description

Explanation sequence tells how and why

Conclusion

Why do leaves change colour in autumn?

Leaves contain red and yellow pigments called carotenoids, but these cannot be seen as they are hidden by the large amounts of green chlorophyll in the leaves.

Deciduous trees do not grow in autumn, and therefore they need only small amounts of food to stay alive.

The trees then push off their leaves, but before doing this they break down the green chlorophyll. The substances formed in the breakdown are moved from the leaves to the stems and roots. These are used by the trees as food during winter.

After the chlorophyll is broken down, the red and yellow pigments in the leaves can be seen because they are no longer hidden by the green chlorophyll.

In spring, tiny shoots appear on the trees. These grow and develop into mature leaves until the following autumn—when the whole process begins again.

Language features

Technical term

Words showing 'how' and 'why' e.g. 'then', 'before', 'after'

Timeless present tense 'is', 'can be', 'grow', 'appear'

Writer's Challenge

When writing an explanation, it is often helpful to include definitions of the technical terms used. A good definition should have three parts:

- 1 the meaning of the word
- 2 a description of features
- 3 an example.

Use a dictionary to help write definitions for:

1 pigments

2 chlorophyll

3 deciduous



Challenge: Can you write a definition for 'carotenoid'? (You will need a big dictionary!)

Write an explanation

Read the text on the left-hand page again. The basic facts are there, but you will need to reverse them in order to write an explanation of how bare trees became green again. You may need to look up 'photosynthesis' in a dictionary or encyclopaedia.

Structure

Title

How do bare

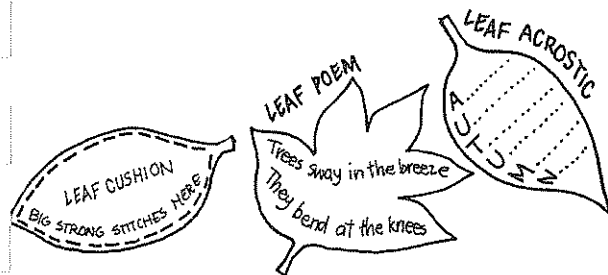
Introduction

Give a description of the subject.

Explanation sequence

Tell how and why leaves grow on trees again.

Conclusion



More to do

- ▲ Surround yourselves with all kinds of leaves.
- ▲ Cut two leaf shapes from strong material—sew together and stuff.
- ▲ Make leaf rubbings.
- ▲ Cut leaf shapes from coloured card or paper.
- ▲ Write poems and stories on each shape. Dangle these from the ceiling!

What causes the doldrums?

Structure

- Title
- Question in the heading
- Introduction
- gives a description or a definition
- Explanation
- sequence
- tells where, how and why
- Conclusion

Language features

What causes the doldrums?

The doldrums are a meteorological phenomenon. They consist of a belt of calms, light breezes or sudden ocean squalls which occur mainly over the ocean.

There are two areas of doldrums—one in the Atlantic Ocean between the west coast of Africa and the north-east coast of South America, and the other in the Pacific Ocean off the north-west coast of South America.

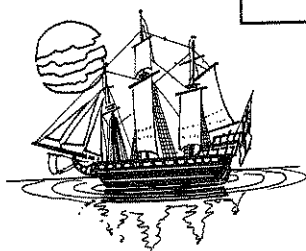
The trade winds that blow towards these areas bring masses of air into the regions. The air masses are forced upwards after being heated in the tropics. This causes a belt of low pressure to form.

In the days of sail, ships were often delayed in these areas—the most famous being the three ships of Christopher Columbus (the *Pinta*, *Niña* and *Santa Maria*) which were becalmed for weeks during their famous voyage in 1492.

Technical terms

Timeless present tenses
e.g. 'occur', 'are', 'blow', 'bring'

Cause and effect described



Feeling in the doldrums

The expression 'in the doldrums' means you are feeling miserable. In the same way that ships cannot move because there is not enough wind, a person in the doldrums cannot be bothered to do anything. They mope around, grizzling. Nothing interests them. The word may have come from an obsolete word 'dold', meaning 'stupid'.

Writer's Challenge

The explanation above contains a number of technical terms.

Use a dictionary to write definitions for the words below:

- 1 meteorological
- 2 phenomenon
- 3 doldrums (two definitions)

i

ii

Write an explanation

Use the facts in the boxes below to write your own explanation of tsunamis.

Structure

Title

Introduction

Give a description

Explanation sequence

Tell why and how tsunamis occur

Conclusion

Fact file

What is a Tsunami? (These facts are not in order)

- Tsunamis are the biggest waves of all. They are not caused by storms or tides. Tsunamis occur when there is an earthquake or a volcanic eruption under the sea.
- The damage caused by a tsunami can be devastating. Trees, boats, houses and people can be washed away. In 1896 in Honshu, Japan, 26 000 people were drowned by a tsunami.
- When eruptions or earthquakes occur under the sea, they cause huge masses of water to move through the ocean at speeds of up to 800 kilometres per hour.
- Out in the ocean, a tsunami might not look high. But as it reaches shallow water its height can increase to 40–50 metres.
- Today, earthquakes and eruptions are monitored from Hawaii so that people can be warned if a tsunami is expected.

More to do

Make a list of the different natural phenomena that interest you. Choose one, and look for more information in an encyclopaedia or on the Internet. Write an explanation using diagrams and pictures to create a poster for display in the classroom.

What is a red giant?

Structure

Language features

Title

Question
in the heading

Introduction

that gives a
descriptionExplanation
sequence

Conclusion

What is a red giant?

A red giant is a huge, old star. All stars are born in massive spinning clouds of gas and dust.

The spinning clouds of gas and the dust come together to make lots of balls which become star clusters.

Most stars shine steadily for all their long, long lives. Towards the end of their lives, stars swell up and become up to 100 times bigger. They turn into red giants.

When it has used up all its gas fuel, a red giant shrinks into a white speck. This is about 10 000 times smaller, but still very hot.

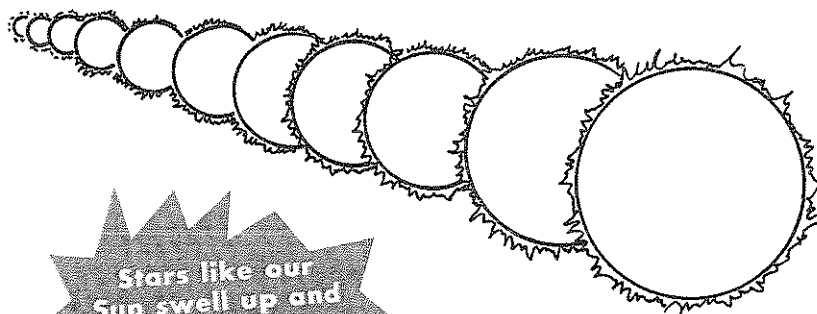
Some stars have more gas fuel in them than others. These don't cool down and die quietly. They explode in a great flash of light, and are called supernovas.

Most stars cool down (their light gets dimmer). They end their lives billions of years later as cold black cinders.

Use of technical
terms e.g. 'star
clusters'

Words showing
how, when and why

Timeless
present tense verbs
e.g. 'cool', 'explode'



Stars like our
Sun swell up and
become up to
100 times bigger.

Diagrams
and labels

Writer's Challenge

Star facts

Explanations are designed to help us learn about a topic. In your own words, write three facts you learnt about stars from the explanation above.

1

2

3

Write an explanation

Use the moon fact file and the diagram below to write an explanation about the moon.

Structure

Title

Question
in heading

Introduction

Explanation
sequence

tells how and
why about
the moon

Conclusion

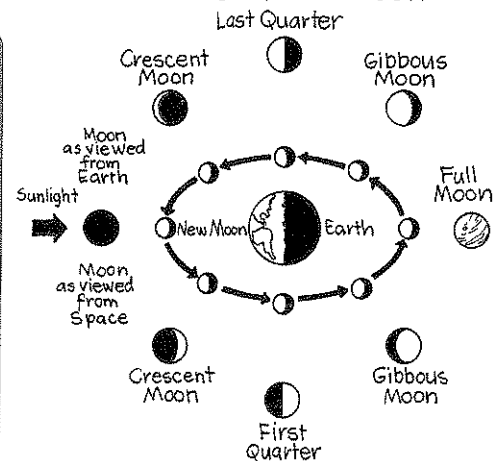
What is the moon?

Fact file

The moon:

- is a grey, dry, airless and lifeless ball
- is $\frac{1}{4}$ of the Earth's size
- orbits the Earth as they travel together around the Sun
- may have been dislodged from Earth by an object the size of Mars
- surface is covered by rock, dust and craters
- craters are formed by space rocks crashing into the surface
- orbits the Earth, and different amounts of the sunlit side are visible. These are known as phases of the moon.
- In July 1969, Neil Armstrong was the first person to walk on the moon.
- The word lunar refers to the moon, and comes from the Latin word *luna*.

Phases of the Moon



A national disgrace

Structure

Title

Thesis

This is a statement of position

Background information about the issue

Argument and evidence

Argument

Recommendation

Summing up

A national disgrace

I firmly believe that it is a national disgrace that 50% of outback (non-city) Aboriginal people have trachoma, and that 5% will be blind when they die! Those statistics are shameful!

This blindness (trachoma) is caused by the bacterium chlamidia trachomatis, and can be cured quite easily by using antibiotics.

The late Professor Fred Hollows, an expert who studied the disease and who provided this information, said that trachoma would vanish once Aboriginal people had access to clean water, working toilets and medical care. Three simple things!

The lack of these basic necessities that city people take for granted—clean water, toilets and medical care—is blinding at least half of this country's Aboriginal people.

Would YOU like to be blind? Town and city non-Aboriginal people don't know what it feels like, because trachoma is rare in these groups.

Our 'civilised' society has taken many things from the Aboriginal people.

It's about time we gave them something!

Let's join together and campaign to get clean water and other essentials to outback Aboriginal communities.

Let's save these people (some of whom have the sharpest vision ever measured) from a life of blindness.

We, who can see and care, MUST do something about it.

Language features

Emotive words

Often 'timeless present tense'

Author tries to be impersonal in this paragraph and succeeded until 'Three simple things!'

Emotive language

Repetition emphasises strength of feeling

Writer's Challenge

Good arguments or expositions often use impersonal writing. However, the above writing is personal. Select three different sentences from this text which show how strongly the writer feels.

1

2

3

Write an argument

A cause for concern

Think of an issue at school about which you feel strongly. It could be:

- bullying
- a fair go for boys and girls
- homework
- an anti-littering campaign.

Write an argument on one of these, or on a topic of your own choice.

✱ Write in the topic of your choice.

Structure

Title

Thesis

State your view. Provide background information.

Arguments and evidence

Write the points that support your case.

Provide evidence to support your case.

Summary and conclusion

Restate the position you have taken.



Choose an organisation such as Amnesty International, the International Red Cross or the SIDS Foundation (Red Nose Day). Write an article for the class or school newsletter, stating why the organisation of your choice should be supported.

The coach's address

Below is coach Reginald Daryl Barasso's address at half-time to the Marylands Colts and Fillies Football Club.

Structure

Introductory statement that gives the author's feelings or point of view.

A series of arguments or points to convince or inspire the audience (the team).

Conclusion that sums up the point of view.

Right, everybody! Leave those oranges. You don't deserve oranges when you're 48 points down. Gather 'round and listen. Cheryl, I mean now!

There are supposed to be two teams out there, but the way you're playing, there may as well be one. There are too many passengers out there, and you know who you are. Where's our team spirit? Where's the game plan we talked about? Where's our commitment to the ball and to each other?

But the good thing is there's another half of footy to come, and I know if you want it enough you can still win.

We're a team of champions. We've got the guts, the talent and the determination. Stick to the plan, do the small things, and things might start going our way. Steve, your hair's fine. Just leave it.

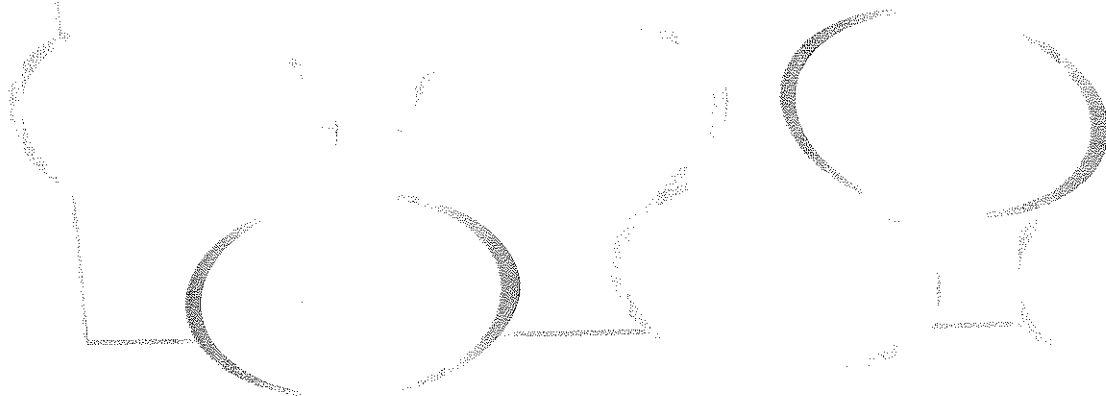
Okay, that's about all I want to say. Just get out there and do it for your team, do it for your families, do it for yourselves, but most of all do it for me! Please!!

Emotive words that show the author's point of view

Linking words e.g. 'but', 'okay'

Writer's Challenge

Expositions contain emotive words that show how the writer feels. Find and list six emotive words from the coach's address.



Write an exposition

Imagine that one of the inter-school sport teams (or house teams) you play in is losing badly at half-time. It is your job to speak to the team and inspire it to victory. Write your team address below, and remember to refer to the people in your team and to the type of sport you are playing as part of your address.

Structure

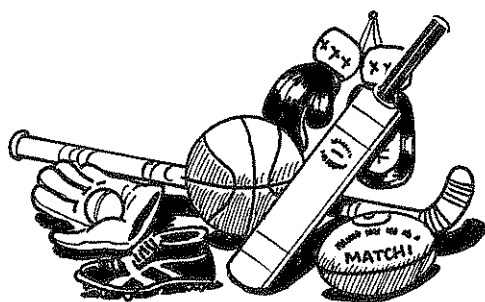
Half-time speech

Write an attention-grabbing introduction that shows how you feel.

Write a series of arguments or points that sound convincing

Write a rousing conclusion.

Use emotive language that will inspire your team



More to do

Plan a short talk designed to explain why your favourite sport is the best sport. Present your talk to the grade. Be convincing and emotive!

Writing an advertisement

Words such as 'special' and 'introductory' to appeal to buyers.

Special offer!

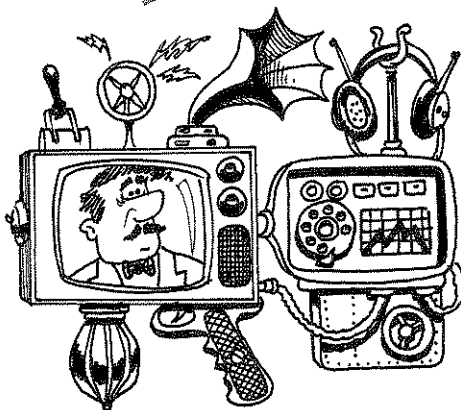
Large letters catch the reader's attention.

Buy the new **compu-phone** before 1 July at the introductory price of

\$495.00

and receive a **BONUS** Personal Organiser!

Exclamation marks, varied print style help sell the product



The product name is easy to read, and is repeated.

compu-phone

A slogan or catch phrase is used to get the buyer interested.

—It's a TV, mini-computer, fax, phone and Hi-Fi all in one palm-sized case.

Special features of the product are highlighted

The future of communications is here now!
Be part of it!

Writer's Challenge

Persuasive language

Advertisements are designed to persuade people to buy a product or service. Look through newspapers and magazines to find examples of persuasive words in advertising. Write eight of them below.

Write an exposition

Write an advertisement

Create a new product and write an advertisement for it. Choose from the words around the border to help create a persuasive advertisement.

Product name
in large letters

Reduced

Use persuasive
language

Special

Create a
slogan for
your product

% off

Limited offer!

Bonus

Interest free

Bargain

Introductory
offer

Draw an
attractive
picture of your
product

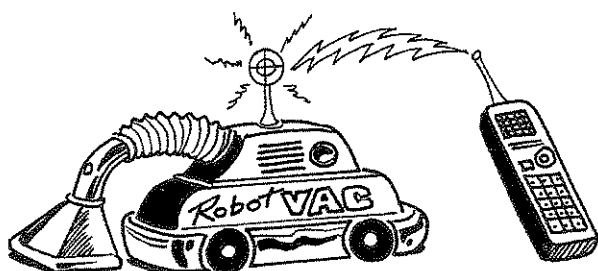
Save

Outline
the special
features

Value

Rush in

Highlight
the great
value price



**More
to do**

Have a buy-and-sell day in your class where everyone brings something from home to sell. Write an advertisement for your item that persuades people to buy it.

Natural and processed food

Structure

Title

Thesis

summary of
topic; statement
of basic position

Arguments and
reasons

Conclusion

Repeating the
position taken:
natural food
is best

Natural and processed food

Processed food has many advantages, such as saving time, but there are even more disadvantages.

Fresh natural food is often neglected at the expense of good food.

Fresh fruit and vegetables are full of nutrients. They have no additives that may cause health problems. People need vitamins and minerals for good health.

Fresh food comes just as it is, with no expensive, environment-damaging packaging (which also adds to the cost!)

In processed food, the natural taste and colour is lost; things are added and sometimes it is hard to tell what is being eaten.

Often, processed food fills people up quickly but hunger soon returns. Fresh food is more satisfying.

On the other hand, fresh food is not always available, so canned and processed food is a reliable substitute. Brussel sprouts can be bought all through the year!

Most fresh food has to be properly cooked first, but processed food can be heated up and eaten immediately. Cooking skill is unnecessary—and much time is saved with processed food. Furthermore, processed food is lighter to carry and easier to stack.

So there are advantages and disadvantages for both fresh and processed foods.

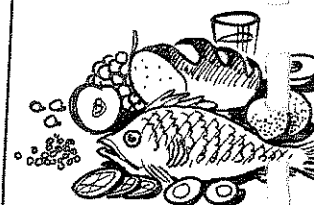
However, the advantages of fresh food—its nutritional value, its appealing colour and hunger-satisfying qualities, as well as the absence of harmful additives—far outweigh the so-called advantages of the light-weight packets and other forms of processed food.

Language features

Impersonal writing
No mention of
'you' or 'me'

Emotive words
Linking words to
do with reasoning

'On the other
hand...', 'but...', 'furthermore'



Writer's Challenge

A feature of expository writing is that it is usually in the timeless present tense. For example, 'is' not 'was'; 'fills' not 'filled'. Fill the gaps below with present tense verbs from the text.

Write an exposition

Discussion — home-made clothes

Some children refuse to wear hand-knitted clothing, because 'it doesn't look like a shop one'. Choose *one* of these statements and write some arguments for and against:

A Home-made clothes are better than shop-bought ones.

or

B Shop-bought clothes are better than home-made ones.

Structure

Title

Write

reasons

to support your arguments.

Arguments for

1

2

3

Arguments against (don't forget your reasons!)

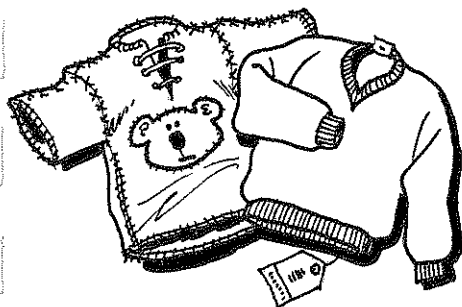
1

2

3

Conclusion

Which side did you take?



More to do

Choose a debate topic such as 'Should animals be used for research?' Choose two teams of four people to debate the topic. Each speaker should write and rehearse his or her arguments. (Speakers will be given two minutes each.)

Second-time Cinderella

Structure

Title

Second-time

Language features

Orientation

Telling when?
where? who?

Complication

triggers a series
of events

Resolution

Once upon a time, in a far distant country, there lived a girl called Cinderella.

She was longing to go to the palace ball, but her two ugly sisters had left her at home and she had nothing to wear.

"I wish something magical would happen," she cried.

WHOOSH! Within minutes a golden coach appeared, and she was on her way to the ball. Her ball gown, covered in diamonds, made her look even more beautiful.

"I wish the Prince would dance with me," she sighed as she entered the palace ballroom. And dance with her he did. He could not keep his eyes off her!

Just before midnight there was a commotion at the top of the staircase. "Where's the stupid girl?" a coarse voice shouted. There arose a loud, tinny clatter, along with shouts, screams, the splashing of water and the sounds of battered bodies thundering on the stairs. The noise and rude words shocked the palace dancers into stunned silence.

"Listen Jack!" an impatient voice groaned, "Get back into the nursery rhyme book and stop mucking up other people's stories! You too, Jill! In fact, I'm sick of you all!"

With that, the author shut the book, and everyone lived happily ever after.

Specific character

Describing words
e.g. 'ugly sisters',
'loud, tinny clatter'

Use of time
words to connect
events

Action words
e.g. 'shouted',
'thunder'

Narratives

There are many kinds of narratives, fairy stories, mysteries, fables, romances, adventure stories and myths. In most narratives the focus of the text is on a sequence of actions. Dialogue is often included. No matter what form the narrative takes, it should entertain.

Writer's Challenge

Narratives contain many examples of words indicating vigorous action and colourful description.

1 Look again at the paragraph beginning 'Just before midnight', and list the verbs in the spaces below.

2 Look at the same page again, and list the adjectives.

Write a narrative

A far-fetched fairy tale

The characters around the border of this page are all from fairy tales. Choose one and write your own humorous fairy tale narrative.

Structure

Title

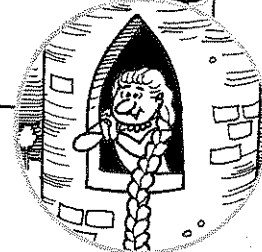
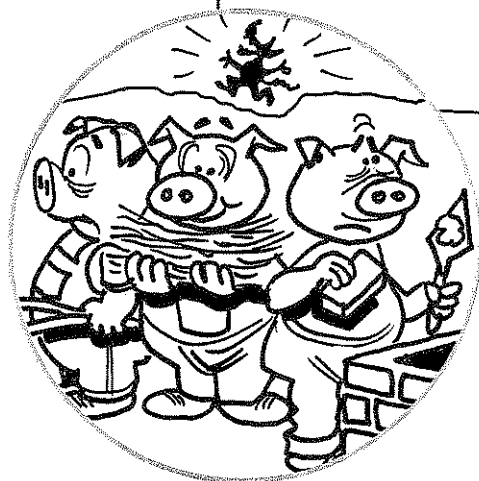
Orientation



Complication



Resolution



More to do

In your writing book:

Retell 'Red Riding Hood', with the wolf as a generous, sensitive fellow.

or

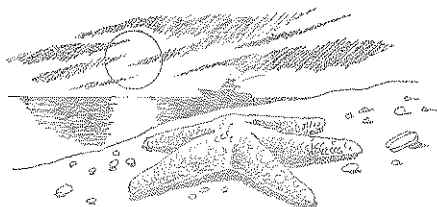
Retell 'The Three Bears', with Goldilocks as a safe-cracker.

The starfish story

Structure

Title

The starfish story



Orientation

Who?

When?

Where?

A friend of ours was walking down a deserted beach at sunset. As he walked along, he saw a woman in the distance.

Complication

As he grew nearer, he noticed that she kept leaning down, picking up something and throwing it out into the ocean.

As our friend got even closer, he noticed that the woman was picking up starfish that had been washed up on the beach and, one at a time, she was throwing them back into the water.

Our friend was puzzled. He approached the woman and said, "Good evening, I was wondering what you are doing?"

Sequence of events

The character reacts to the complication.

"I'm throwing these starfish back into the ocean. You see, it's low tide now and all of these starfish have been washed up onto the shore. If I don't throw them back into the sea, they'll die from lack of oxygen."

"I understand," my friend replied, "but there must be thousands of starfish on this beach. You can't possibly get to all of them. There are simply too many. And don't you realise this is probably happening on hundreds of beaches up and down this coast? Can't you see that you can't possibly make a difference?"

Resolution

The problem caused by the complication is solved.

The woman smiled, bent down and picked up yet another starfish. As she threw it back into the sea, she replied triumphantly,

"Made a difference to that one!"

Language features

Use of words
a friend of ours
gives it a true tone
—a personal feel
Not just anyone, but
A FRIEND OF OURS
(which implies that
the story really
happened).

Linking words
to do with time

Action words
(verbs)
e.g. 'walked',
'threw', 'picked'

Specific
participants

Writer's Challenge

There are many verbs in this narrative.
Circle all the verbs you can find. How many?



Write a narrative

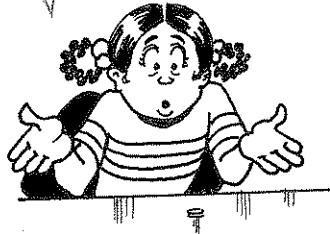
Everyone can make a difference

Does your school, club or team need help with work or money? Write a story to help.

I can give only \$1.50.
It's no use.



They need \$10 000.
How can my paltry \$2.00 help?



I'll give you all that I can,
but it's only a drop in the ocean.



Prove in your story that everyone really can make a difference. Every little really counts.

Structure

Title

Orientation

Who?

When?

Where?

Complication

Sequence

of events

The character

reacts to the

problem.

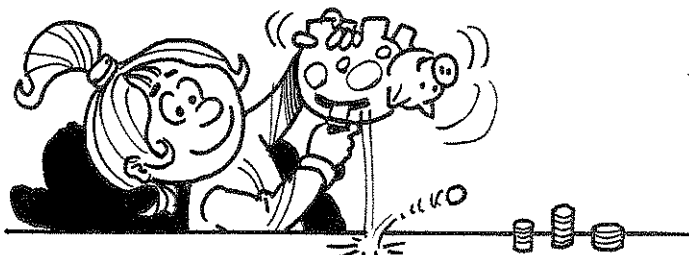
Resolution

The problem

is solved.

Does the story

teach a lesson?



More to do

Write a story for the class display board.
In your story, show how unselfishness can
mean a lot to another person.

Around the bend

Structure

Title

Orientation

The orientation begins on the second line

Complication

Sequence of events

Resolution

In this narrative the resolution is not a happy one.

Around the bend

"Fares, please!"

I was the porter of the new steam train. It was a busy day. People's voices here and there, rushing in, finding a seat in the carriage.

The train began to steam up. The revving engine began to roar, the rhythm of the train echoed like the beat of music playing to a song as the restless, puffing passenger train started beating down the track. But what lay around the coming bend in the rusty haze of the early country morning?

1. On the beaten, lonely, stony tracks — what lay ahead around the bend?

2. The coming of the bend was near. I had a feeling of tragedy. But, no. Everything was too normal. The passengers in their usual work suits reading the weekly press, waiting patiently for the stop at their station.

3. The air became stuffy with smoke and dust. In spite of the frosty morning air, I opened a window. The train's beat grew faster and it began to sound like the thud of a heartbeat.

We nearly lifted off the ground going around the bend. I thought that this was it, but no, I could breathe again.

Then a huge derailment made the train jump the line. Screaming filled my ears. Did anyone expect this? Yes, someone did. I did!

Luggage pelted everywhere as bodies and seats were shredded by the plummeting train, twisting and sliding down the cliff beside the bend.

Leigh, Year 6
Meeniyar P.S.

Language features

Dialogue

This writer varied his beginning so that the first words are spoken by the main character.

Simile

'like the beat of music'

Descriptive language

Simile

'like the thud of a heartbeat'

Action verbs

Writer's Challenge

- 1 This narrative is full of action verbs such as 'pelted' and 'plummeting'. List four more in the spaces.

- 2 Find the adjectives in the text to go with the nouns below:

haze

tracks

morning

Write a narrative

A story about danger

Shipwreck? Car or plane crash? Workplace accident? Murder? Run over?
Skirmish with crocodile?



More to do

Write a narrative in the form of a diary in the first person. Imagine that you take part in some great event like landing on the moon. Each diary entry records the sequence of events, building towards the resolution. Begin like this:

- Friday 16th May
Lift-off time arrived. It was time to don my space suit.
-

Why?

Structure

Title

Verses

The four verses are of equal length.

Rhyming scheme

Lines 2 and 4 in each verse rhyme.

Format

The first three stanzas are in the form of questions. The last stanza sums up how the poet is feeling.

Poet

Why?

1. Why is the sky so light at day
And really dark at night?
And why does the older sister
Always win the fight?
2. Why is the sea so near the shore?
And why is it so blue?
Why on earth are we on this earth?
What are we meant to do?
3. Are our lives worth living?
Why were we born at all?
Why are we on this planet?
And why are the redwoods so tall?
4. I know I sound like a six year old
With so many things to learn
But all these things I'm pondering
Are making my mind burn.

J.Q. Year 6

Language features

Repetition of the word 'Why'?

Conjunctions
Repeated use of the conjunction 'and' to connect one thought with the next.

Question marks
In answer to the question 'Why?'

Rhyme

Personal pronouns
e.g. 'I', 'my', 'we', 'our'
The poet is talking about questions of deep personal interest to herself and others.

Writer's Challenge

The language used in this poem is simple, although the concepts are not. One means of creating this simple effect is through the use of single-syllable words. Search through the poem to find the answers to the questions below. All the answers are one-syllable words.

- 1 The opposite of dark _____.
- 2 Rhymes with find _____.
- 3 Contraction for 'I am' _____.
- 4 The colour of aqua _____.
- 5 Two rhyming words on line 1. _____.
- 6 Words at the end of line 2 and line 4 in the last verse.
They rhyme. _____.
- 7 A homophone for 'sure'. _____.
- 8 Plural of 'life'. _____.

Write a poem

When? Where? Who? How?

Use J.Q.'s poem as a model. Write a poem of four stanzas of even length and consistent rhythm. Choose one of the four 'Ws'.

Structure

Title

Stanza 1

Stanza 2

Stanza 3

Stanza 4

Poet

Who, in our class, is funny?
Who, in our class, is clever?
Who is he who's so hyped-up
He talks for ever and ever?

Where can I find a person today
Who likes to think and care?
Where in this rushing and scattery race
Can I find a friend to share?

More to do

As a class, select a title from the four 'Ws'. Each member of the class writes one line for a class poem. Use a large sheet of paper. When everyone has contributed, one person is chosen to read the poem to the class.

Landscape

Structure

Title

Rhymes

lines 1 and 4
lines 7 and 8

Verse 1

Rhymes

lines 1 and 4
lines 7 and 8

Verse 2

Poet

Landscape

What will you find at the edge of the world?

A footprint,
a feather,
desert sand swirled?

A tree of ice,
a rain of stars,
or a junkyard of cars?

What will there be at the rim of the earth?

A mollusc, -
a mammal,
a new creature's birth?
Eternal sunrise,
immortal sleep,
or cars piled up in a rusty heap?

Eve Merriam

Language features

First line is a question

Alliteration
'desert sand swirled'

Poetic imagery

First line is a question

Alliteration
'sunrise sleep'

The poem below was written by a Year 6 student.
It is modelled on 'Landscape' by Eve Merriam.

Edge of the world!!

What would there be at the corner of the world?

A rainbow

A pond

Scarlet mists swirled?

A dimensional gate

An endless maze

A world of eternal days?

What might you find at the edge of the world?

A mammoth

A molecule

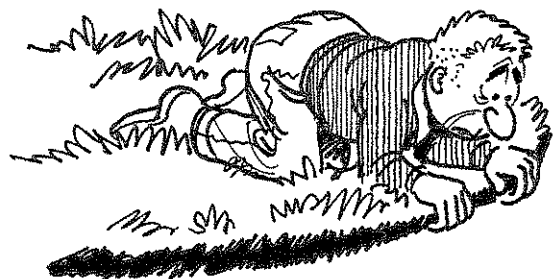
Dockyards full of sails furled?

A pit of lava

A silver bubble

Or a high mountain of wasted rubble?...

By Gary Bothwell



Writer's Challenge

Work in groups of two. Imagine that you were a sailor aboard Columbus's ship, and that in fact you did reach the edge of the world.

Let your thoughts run wild. Brainstorm what you might see. List your thoughts on an A4 sheet of paper. Share your ideas with others in the class.

Write a poem

At the edge of the world

Use the ideas generated in the brainstorm (see left-hand page) to write a poem of your own. Model your poem on 'Landscape'. Write draft copies before publishing on this page.

Structure

Title _____

First line verse 1
(a question)

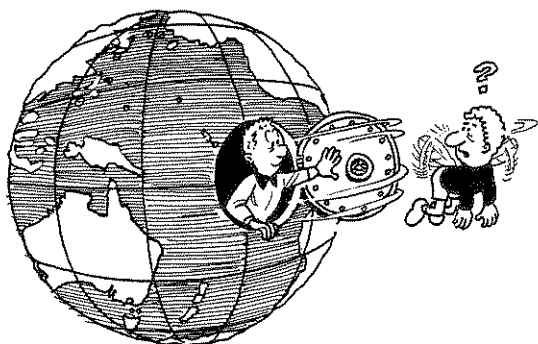
Six shorter lines
(answering
the question)

Space between
verses

First line verse 2
(a question)

Six shorter lines
(answering
the question)

Poet's name _____



**More
to do**

Produce a class book of poems titled 'At the edge of the world'. Each person contributes a page, including a poem and illustrations. Bind the book and include it in your class library.

That was summer

Structure

Title

The poem consists of three verses or stanzas, each of a similar length. The last line of each stanza is the same

Verse 1

Verse 2

Verse 3

Poet

That was summer

Have you ever smelled summer?
Sure you have.
Remember that time
when you were tired of running
or doing nothing much
and you were hot
and you flopped right down on the ground
Remember how the warm soil smelled
and the grass?
That was summer.

Remember that time
when you were trying to climb
higher in the tree
and you didn't know how
and your foot was hurting in the fork
but you were holding tight
to the branch?
Remember how the bark smelled then
—all dusty dry, but nice?
That was summer.

If you try hard
can you remember that time
when you played outside all day
and you came home for dinner
and had to take a bath right away,
right away?
It took you a long time to pull
your shirt over your head.
Do you remember smelling the sunshine?
That was summer.

Marci Ridlon

Language features

Question

The poem begins with a question. In each stanza the reader is asked to recall summer memories.

Rhyming words

There are few end-of-line rhymes, but many within-line rhymes.

Flowing lines

One line runs into the next with very little punctuation

Alliteration
e.g. 'dusty dry'

Repetition

Repeated lines such as 'Do you remember the sunshine?' and 'Have you ever smelled summer?' help to create a poetic effect.

Writer's Challenge

Many poems contain alliteration, which is the same sound at the beginning of words. Find examples of alliteration in the three verses:

Verse 1

Verse 2

Verse 3

Write a poem

That was ...

Choose a season. Write a poem of two stanzas based on the model on the left-hand page. Some of the words at the beginning and end of each stanza have been supplied for you.

* Plan your lines. Re-arrange them.
Edit your poem. Very few poems are perfect on the first draft.

Structure

Title

That was



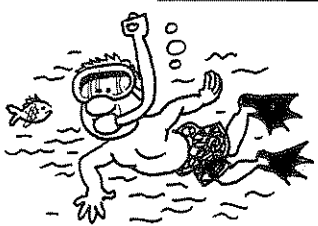
*Have you ever smelled the
sure you have.
Remember that time
when*

Verse 1



*That was
If you try hard can you remember that time
when
That was*

Verse 2



More to do

Work in groups of four to write a seasons poem—a stanza for each season. Decorate and mount your poem, and display it around the classroom.

Talking about me

Structure

Title

Introduction

Series of statements

The author is giving details about herself from a particular point of view.

Concluding comment

Me!

I'm always trying to think of a person I'd like to be like. I think of all my bad points that I wouldn't have, and then I think of my good points which maybe I wouldn't have. And so I change my mind.

If someone has something to say about a subject I'm interested in, I always have to have 'my say'. I try not to and am always criticising myself, but no matter what I do, next time I always end up having 'my say'.

Sometimes I lie, but not about serious things; only little lies like "Yes, I saw that TV show" when I know only too well I didn't. I try to kid myself into believing that I'll be skinnier when I'm older, but I know I won't be. I'm not really fat, but I could be a bit thinner.

I've got a vivid imagination and am always convincing myself about something, and then 'unconvincing' myself about it.

I hardly ever look in the mirror, but when I do I usually poke a face. Girls who chase boys, and vice versa, make me sick, and so do show-offs.

Grown-ups stop talking and I start, and then they say I'm interrupting. Also when Mum and Dad say something incorrectly and I correct them, they tell me not to answer back. I know I talk too much, but I try not to. Mum is always saying "You're not perfect, you know!" and "You're not always right." That really kills me! Talk about giving a kid an inferiority complex! I know I'm not always right and I'm not perfect, and I never say I am.

I can't make up my mind who likes me and who doesn't. And that makes me really mad!

Jane, Year 6

Language feature

Autobiographical
Frequent use of
'I', 'I'm', 'my', 'me',
'myself' (personal
pronouns)

Present tense
e.g. 'try' not 'tried',
'know' not 'knew',
'look' not 'looked' (factual recounts past tense is used)

Sentence variety
Uses dialogue,
exclamations and
variety of sentence
length to provide
interest and
immediacy

Writer's Challenge

In this literary recount, Jane tries to look at herself objectively to work out why she behaves as she does. Look at the text again, and then complete the table below.

Jane's strengths

Jane's weaknesses

Write a literary recount

My quivering hand... by William Tell

Imagine you are a character from literature. You could be Gulliver, Robin Hood, Baba Yaga, The Little Match Girl, Baby Billy Goat Gruff, Tom Thumb, Red Riding Hood or William Tell.

Choose a dramatic moment from that character's life and write how you feel. For example, William Tell as he is about to fire the arrow, or Gulliver as he wakes up to see thousands of tiny people surrounding him.

Structure

Title

Who are you?

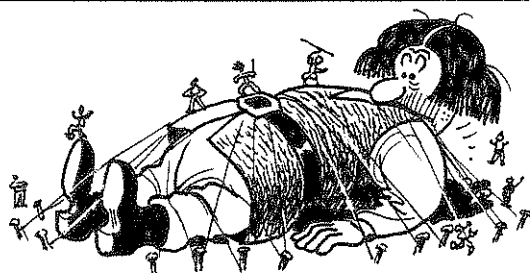
Orientation

Set the scene

Series of
statements

What are you
doing? How
are you
feeling?

Concluding
statement



**More
to do**

Prepare a 5-minute talk for your class on your favourite television character. Write out the speech first, then deliver it to your class.

Where do writers get their ideas?

Structure

Title

Suggests what is going to be in the text

Setting

Tells who? when? where?

Sequence of events

Event 1

Event 2

Concluding statement

WHERE DO WRITERS GET THEIR IDEAS?

Every writer would give a different answer. An idea is a thought or a plan formed in the mind, and is based on everything a writer does.

The American author, Dr Seuss, once visited Australia and told us how he 'got' his idea for his book *Horton Hatches the Egg*.

When Dr Seuss drew his pictures he used huge sheets of tracing paper. One day, he began sketching funny elephants and, later on, some strange-looking trees.

He was called out of the room, and when he came back the wind had blown the sheets of tracing paper all over the floor. Right in the middle he saw that a large elephant had blown on top of a tracing-paper tree.

"Now what's the elephant doing there?" he asked.

And that's the story of how Horton came to be written. The idea came from two sheets of tracing paper.

Language feature

The question in the title is answered by the author's account of an earlier event.

Use of proper nouns

Use of action verbs such as 'drew'

Use of time words such as 'later'

Horton Hatches the Egg is about a faithful elephant who sits on the nest of Maisie the lazy bird, who flies off to have fun in Las Vegas.

Writer's Challenge

Look in this recount to find:

- 1 Proper nouns. Circle them in red.
- 2 Time words such as 'later'. Underline them in black.
- 3 Action verbs such as 'drew'. List them in the spaces.



Write a recount

Sydney Cove—the first days

Imagine that you are Captain Arthur Phillip, and you have just arrived on the shores of Sydney Cove to begin Australia's first settlement. Use the facts on this page plus any information you can find to write an imaginative recount.

Structure

Title

Introduction

Setting

Who?

Where?

When?

Sequence of events

Event 1

Event 2

Event 3

Concluding statement

SYDNEY COVE—THE FIRST DAYS

The long journey was over. The ships led by Captain Arthur Phillip sailed into Port Jackson. Here is Captain Phillips' account of the early days of the settlement.

We landed at

Fact file

- 1 With Captain Phillip were 1000 people. Most were convicts.
- 2 They landed at Port Jackson in Sydney Cove.
- 3 The date was 26 January 1788.
- 4 Major challenges
 - food and water
 - law and order
 - shelter
 - planting crops
 - mice and ants
 - poor soils
- 5 After 2 years the settlement nearly failed because of
 - famine
 - no new supplies from England.
- 6 By 1792, with the arrival of new supply ships, the worst was overcome.

More to do

Imagine that you were among the group of Aboriginal people observing Phillips' arrival at Sydney Cove. Write an imaginative recount from an Aboriginal person's point of view.

Writer's word list

able
ago
air
almost
ask
baby
bad
ball
beautiful
been
being
better
bird
black
blue
book
both
box
boys
brown
buy
call
cannot
cat
caught
city
clothes
cold
comes
coming
days
decided
different
dinner
does
doing
dollars
each
earth
Easter

end
enough
even
everybody
everyone
everything
eyes
face
family
favourite
feel
feet
fell
few
fight
fire
fish
five
flying
food
four
funny
gave
gets
getting
girl
girls
give
great
green
hair
half
happened
happiness
happy
hard
having
he's
head
hear

hit
hole
hope
horse
hour
ice
inside
it's
jumped
keep
kids
killed
kind
lady
land
last
later
let
light
liked
live
live
living
looking
lot
lots
love
lunch
mad
maybe
men
mouse
Mrs.
must
named
new
night
nothing
now
open

opened
outside
parent
party
picked
place
plane
planet
playing
police
pretty
probably
rain
read
ready
real
ride
rocket
run
sadness
same
says
sea
show
sister
sleep
small
someone
sometime
soon
space
spring
stairs
start
stay
still
stop
stopped
store
story

sudden
summer
sun
sure
talk
teacher
television
ten
than
those
through
time
today
together
town
tree
tried
trip
trouble
try
turn
turned
under
until
vacation
walk
walked
walking
war
wasn't
watch
week
which
wind
window
woke
wouldn't
yes
you're

What I think about my writing

My writing goals (TO BE COMPLETED AT THE START OF THE YEAR)

Things I can do

JUNE

DECEMBER

Things I need to improve

JUNE

DECEMBER

Student's writing profile

Code
E = Established
C = Consolidating
B = Beginning
NA = Not Apparent

INDICATORS		CODE			
		E	C	B	NA
1 Recounts					
Understands that recounts can be written for different purposes and audiences					
Organises the recount by starting with an orientation that includes relevant background information needed to understand the text, such as who, when and where					
Includes significant events chosen to add interest and impact					
Orders events in chronological and sequential steps					
Writes a concluding comment that evaluates and summarises aspects of the recount					
Maintains simple past tense or manipulates the tense to suit the writing					
Uses linking time words such as 'next' and 'after'					
2 Procedures					
Understands different contexts where written procedures tell how to do or make something					
Uses appropriate procedure framework					
Uses layout appropriate to the subject and topic					
Clearly lists all materials and quantities necessary					
Writes clear sequence of steps required to complete the task					
Provides detailed information on 'how', 'when' and 'where' each step is to be completed					
Uses diagrams and illustrations to support the text where appropriate					
Uses linking time words such as 'next', 'first'					
Uses simple present tense such as 'stir', 'mix', 'heat' to begin steps					
Selects appropriate headings for stages of the procedure					
3 Reports					
Demonstrates understanding that reports have different purposes and structures					
Understands that reports provide information significant to a topic or focus of study					
Writes an introduction that classifies information essential to the report subject					
Includes detailed information relevant to the report subject					
Organises information into logical, linking paragraphs					
Writes a conclusion that restates the main points of the report					
Uses linking verbs such as 'is', 'looks like', 'belongs to'					
Demonstrates consistent use of tense, usually timeless present tense					
Uses appropriate technical language					
4 Explanation					
Demonstrates understanding that explanations link cause and effect and describe how or why something works					
Uses explanations to account for certain phenomena					
Independently organises information to enable an explanation to be easily followed					
Begins with a clear statement of the phenomenon					

INDICATORS

CODE

E C B NA

- Provides appropriate information to show how or why something works or exists
- Links information to demonstrate cause and effect
- Writes events in logical sequence
- Uses appropriate specific and technical terms with definitions where required
- Uses linking words to show cause and effect, e.g. 'as a result'

5 Exposition

- Understands that expositions persuade others
- Writes an opening paragraph that states a position followed by a brief summary of arguments to follow
- Uses relevant information to persuade the reader
- Provides evidence to support arguments
- Presents logically planned arguments
- States a new point and then elaborates in each paragraph
- Links paragraphs together so that each part contributes logically to the whole
- Writes a final paragraph that restates the main points as a conclusion
- Maintains consistency of tense
- Maintains the point of view

6 Narrative

- Demonstrates an understanding that stories are written for many purposes and may be interpreted in many ways
- Uses a title that will interest the reader
- Provides detail that establish relationships between setting and major and minor characters
- Develops a cohesive story line that elaborates upon and resolves complications/problems
- Develops substantial characters and provides insight into their feelings
- Ties events together to provide a satisfactory conclusion to the story
- Makes effective use of dialogue
- Uses such devices as imagery, metaphor and simile to draw the reader into the narrative

7 Writing strategies

- Plans and drafts writing using a variety of techniques such as crossing out, cutting and pasting, using arrows and insertions
- Conferences with friends and adults, and makes changes to improve writing (plot, structure, meaning etc.)
- Uses a legible handwriting/layout style as required by the audience and purpose
- Recognises most misspelt words and attempts corrections when proofreading
- Consistently spells most frequently used words correctly
- Uses resources such as dictionaries and thesaurus to find correct spelling and meaning
- Checks drafts for the correct use of writing conventions such as full stops, commas, exclamation marks, speech marks and paragraphs

Text Types

for Primary Schools

	BOOK 6	BOOK 5	BOOK 4	BOOK 3	BOOK 2	BOOK 1
FACTUAL TEXTS						
Procedure	- How to make a shadow puppet - How to build a beam bridge - How to make worm fritters - How to make a thaumatrope	- How to make a compost bin in a soft drink bottle - Maps and directions - How to make a bull-roarer - The four turn edges	- Yeast power - Pirate's treasure - Making a worm farm - A tricky party trick	- A paper bag monster - Making a pizza - How to make mud pies - How to make pepper jump	- How to yarp - How to grow trees on tiny islands - How to make a floating flower - How to make a green hairy thing	- How to make yellow jelly - How to make a coin rubbing - How to make decorated biscuits - How to make a daisy chain
Recount	- The first day of school - A newspaper report: TV zaps memory - Why me?	- Moving house - A day in my life - A brush with a shark - A newspaper report	- Our mud fight - A trip to the zoo - Shannon's journal	- Stitches in my head - A school visit - The Melbourne Zoo - The day our duck egg hatched	- Hairy Harry's haircut day - The new playground - I fell in the river - The big fish	- What I did yesterday - I remember crying - A thank-you' letter
Information report / factual description	- Fingerprints - Insect-eating plants - The Internet - From egg to tadpole to toad	- Boomerangs - Jupiter - Playing Manis - Teeth	- Elephants - Tyrannosaurus - Mummies - Spiders	- Our axolotl - Whales - Dinosaurs - Bread - Polar bears	- The shapes of leaves - From the sheep to the singlet - Butterflies - Robots - Chickens	- What am I? A puzzle - My favourite toy - How cola is made - Ants
Explanation	- Why do leaves change colour in autumn? - What causes the doldrums? - What is a red giant?	- What causes earthquakes? - Where does food go? - What causes thunder and lightning?	- How are rainbows formed? - Why do stars twinkle? - Why do we feel dizzy when we spin around?	- Why can you see your breath on a cold day? - Why do moths flutter around lamps? - What are fossils?	- Why are birds' beaks different? - Why do birds sing?	- How does a plant grow? - Why we get sunburnt
Exposition / discussion	- A national disgrace - The coach's address - Writing an advertisement - Natural and processed food	- Bush dance poster - Letter to a magazine - Letter to a council youth worker	- A letter to the kids' council - Spaghetti - Sun bars	'Cars make good pets' (discussion) - Poster: Babe burgers	- What we need in the world - Lollies (discussion) - Kangaschoos (poster)	"I like..." - A party invitation
LITERARY TEXTS						
Narrative	- Second-time Cinderella - The starfish story - Around the bend	- An old story with a new ending - Captured - The bags full of faults	- Why the bear has a stumpy tail - The sick camel - On the way to school - Sunblossom's story	- The ants and the grasshopper - Princess and Onk - The three little pigs - The golden hat	- The magic horse - The day Bill ran away - Albert the dinosaur - The seed that grew	- The poor woman's wish - Stuck up a tree - The scared elf - Two stories
Poetry	- Why? - Landscape - That was summer	- He was... - Acrostics - What is a million?	- Birds and gorks - Definitions - In my head	- Things - Autumn leaves - A poem about the senses	- Dreams - Beans, beans, beans - Over and under	- The 5 Ws - Wish - Jump or jiggle - Quiet is...
Literary recount	- Talking about me - Where do writers get their ideas?	- Along the river track - My special person	- My shed - My friend Pelican	Nan	Slurpy's day	- My special place - I like hearing the crickets